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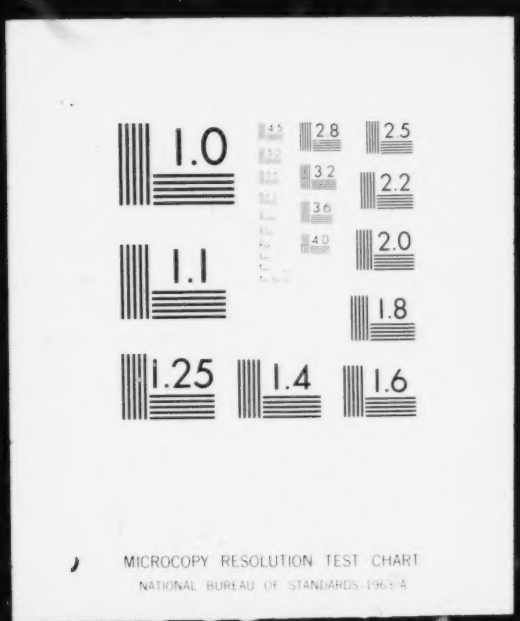

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ABSTRACT

This document presents both a descriptive and evaluative report of a postbaccalaureate internship program. The stated objective of this program was to prepare baccalaureate graduates in fields other than education to become elementary school teachers. It is indicated that the program was characterized by formal course work in methods and materials, learning theories, school and community relationships, curriculum development, interpersonal relationships, research procedures, and a practicum consisting of a 9-month supervised internship. This document includes descriptions of the Delaware State Career Ladder Plan and the Education Professions Development Act (EPDA) (under which the program was organized), of the program itself, and the Delaware EPDA Research Evaluation Report. There are 14 appendixes of various related material. (JA)

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AN EMPIRICAL INVESTIGATION OF A POST-BACCALAUREATE INTERNSHIP TEACHER PREPARATION PROGRAM

A Research Report on the Delaware
EPDA Internship Program in Elementary Education
1970 - 1971

written by:
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Director, EPDA 1969 - 1971
University of Delaware

Developed Through the Auspices
of the
Education Professions Development Program
for the
State of Delaware

Joseph D. Moore, ED. D
State Coordinator, EPDA

Department of Public Instruction
Dover, Delaware
1972

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PREFACE

The EPDA Internship Program as developed and administered by a consortium of education agencies of the State of Delaware has many unique features. This report will attempt to identify and explain each of these features. The basic contribution of this report, however, rests upon the attempt to substantiate federal funding by means of empirical research.

The success of any program depends upon the individuals who have supporting roles. The key roles in this program belonged to the local district supervisors without whose conscientious planning and hard work this program would not have reached the level of success it enjoyed.

A special acknowledgement must therefore be extended to Mr. George Rumsey, Newark School District, Mrs. Eve Everett, Smyrna School District, Mrs. Sarah Eidson, Caesar Rodney School District, Mrs. Grace Bradford, Milford School District and Mr. Charles Hudson, Cape Henlopen School District.

For their time and contribution, a special acknowledgement is also needed for Mr. Barker Bausell and Dr. Jon Magoon both of the University of Delaware who together are responsible for the statistical analysis of the research data used in this report.

AN EMPIRICAL INVESTIGATION OF A POST-BACCALAUREATE INTERNSHIP TEACHER PREPARATION PROGRAM

By JOSEPH D. MOORE
Coordinator for EPDA
and
CHARLES J. STAROPOLI
Director of EPDA Intern Training Program

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CHAPTER I

THE DELAWARE STATE CAREER LADDER PLAN AND THE EDUCATION PROFESSIONS DEVELOPMENT ACT

EPDA AND THE DELAWARE STATE PLAN

The Education Professions Development Act (EPDA), the common name given to Public Law 90-35 of June 29, 1967, is an attempt to amend and expand Title V of the Higher Education Act of 1965. The stated purpose of this legislation is "to coordinate, broaden, and strengthen programs for the training and improvement of the qualifications of teachers and other educational personnel for all levels of the American educational systems so as to provide a better foundation for meeting the critical needs of the Nation for personnel in these areas." In other words EPDA is an attempt to enable institutions of higher learning, State education agencies and local school districts to develop either independently or cooperatively more effective methods of recruiting, training and utilizing educational personnel.

This Act can be implemented through the operationalization of the following provisions:

A. Attracting qualified persons to the field of Education

B. Attracting and qualifying teachers

   1. Teacher Corps

   2. Attracting and qualifying teachers to meet critical teacher shortages

C. Graduate fellowships for teachers and related educational personnel

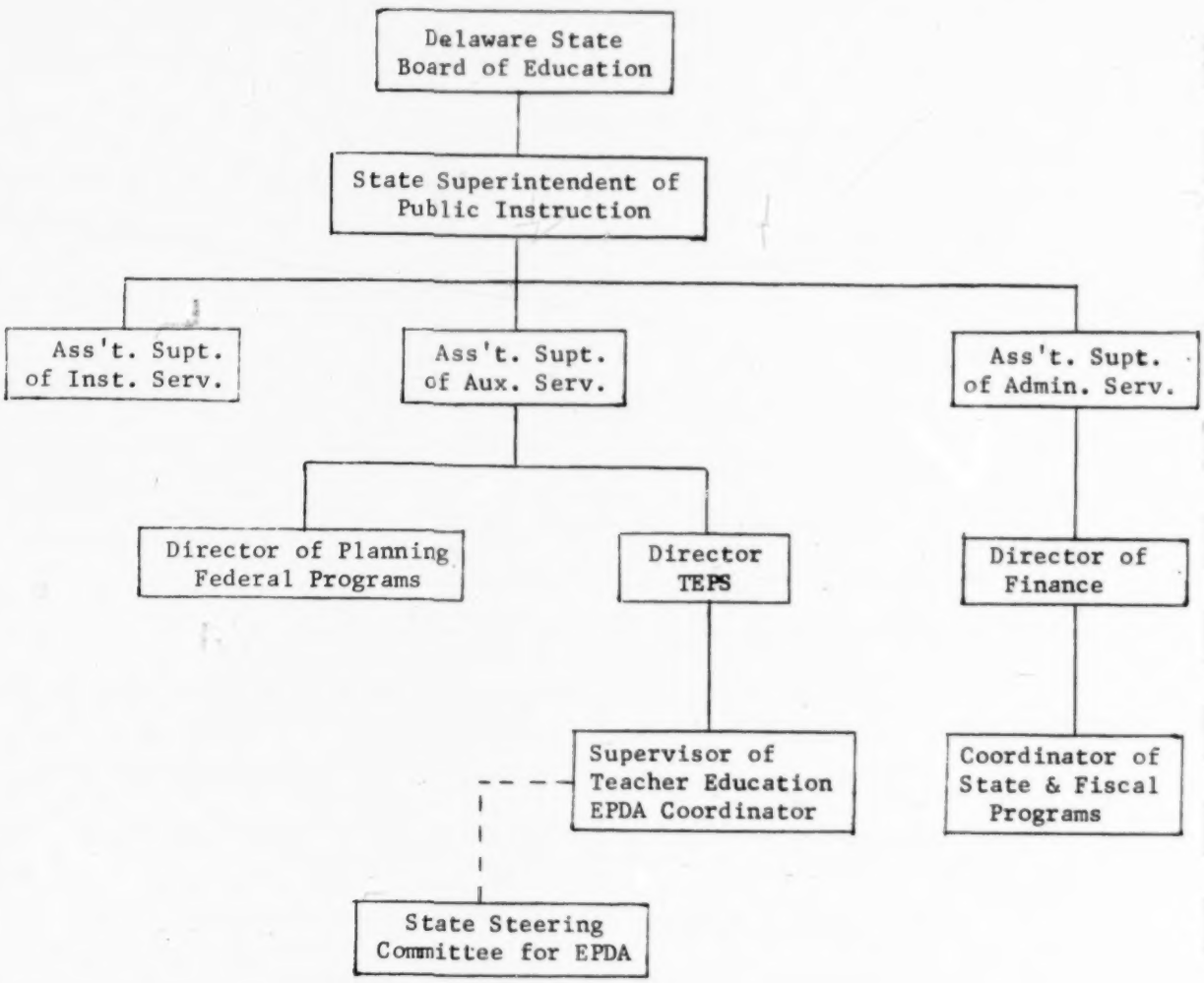
D. Improving training opportunities for personnel serving in programs of education other than Higher Education

E. Training programs for Higher Education personnel

F. Training of vocational education personnel

In May 1968 the State Superientendent of Public Instruction appointed a 15 member Steering Committee to coordinate all five Parts of the Education Professions Development Act (EPDA) in order to develop a state wide plan for pre-service and in-service education in the state.

CONSORTIUM STEERING COMMITTEE


Delaware State Board of Education
State Superintendent of Public Instruction
Ass't. Supt. of Inst. Serv.
Ass't. Supt. of Aux. Serv.
Ass't. Supt. of Admin. Serv.
Director of Planning Federal Programs
Director TEPS
Director of Finance
Supervisor of Teacher Education EPDA Coordinator
Coordinator of State & Fiscal Programs
State Steering Committee for EPDA

The general plan for administration of the Education Professions Development Act is as follows:

The State Supervisor of Teacher Education has been designated as the Coordinator of EPDA. The Coordinator will use and have the advice of a steering committee appointed to coordinate all parts of EPDA. The fifteen member committee is composed of representatives from the four accredited institutions of higher education (state university, state college, state technical and community college and a private junior college), chief school officers and teachers groups, districts already using teacher aides, private elementary and secondary schools, and D.P.I.

On the basis of the State Plan the programs or projects will be reviewed first by the coordinator and then the committee. After any necessary revisions or modifications have been made, the proposal will be recommended to the State Board of Education for approval. Fiscal matters will be reviewed and administered by the Supervisor of Federal Fiscal Programs. Rejected proposals may be appealed to the State Superintendent of Public Instruction and ultimately to the State Board of Education.

The Coordinator with assistance from the committee will work with chief school officers in dissemination of information about EPDA and help to determine and reassess "critical shortage" and "urgent need" and the adequacy of the program structure designed to meet the need.

This consortium approach to the decision making aspects of the total Delaware EPDA program is a major move in the unification of efforts and the communication of ideas among the three basic educational agencies of the State. This committee is responsible for the designing and continuing guidance and development of the Delaware EPDA Program.

The specific functions of the EPDA Steering Committee are as follows:

1. Determine areas of critical shortages and to continually reassess these areas, with assistance from state education agency data.

2. Determine the best source of assistance to alleviate the particular shortage; e.g., the L.E.A.'s, the state agency, the instructors of higher education or other professional groups or agencies.

3. Determine how other agencies (other than that of the initial source) can give supportive assistance.

4. Suggest projects or programs to the various agencies.

5. Plan for better articulation between the various levels of academic training, e.g., the vocational high schools to the technical and community college, junior college, and finally the senior college.

6. Coordinate EPDA (especially Parts B-2 and D) with other programs such as the "New Careers" and the OEO programs.

7. Advise the State Education Agency on the relative merits of proposals submitted under parts C and D of this Act.

8. Consider and recommend appropriate evaluative techniques and instruments.

9. Assist the coordinator in planning for evaluation and for the annual report.

10. Consider and recommend appropriate and most effective means for dissemination of information.

CAREER LADDER FOR DELAWARE EPDA

An investigation by the Department of Public Instruction of the educational personnel needs of the State of Delaware indicated that a teacher shortage existed at the elementary level. A subcommittee of the EPDA Steering Committee composed of representatives from the four institutions and the Department of Public Instruction was instructed to develop the details for an EPDA proposal. Using the guidelines of B-2 a

Career Ladder program was designed to alleviate this shortage. This program provides for the preparation of auxiliary teachers (aides, assistants and associates) as well as a select group who would engage in a full-time graduate level internship program resulting in elementary certification.

On May 22, 1968, the State Board of Education approved the state plan for Part B-2 of EPDA which focused on the development of a new teacher education program which would be designed on the career ladder concept and planned for a consortium approach among the institutions of higher education, specifically Delaware State College, Delaware Technical and Community College, University of Delaware and Wesley College.

Both the United States Office of Education (HEW) and the Bureau of Educational Personnel Development sanctioned the Delaware State Plan in May, 1969, providing for a Career Ladder approach to the recruitment and certification of teachers. This Plan was funded under subsection B-2 which states that "The Commission shall carry out during the fiscal year ending June 30, 1969, and the succeeding fiscal year, a program for making grants to States to enable them. . . to (1) attract to teaching persons in the community <u>who have been otherwise engaged</u> and then to provide them, through short-term intensive training programs and subsequent in-service training, with the qualifications necessary for a successful career in teaching, and (2) obtain the services of teacher aides and provide them with the necessary training with a view to increasing the effectiveness of classroom teachers."

RATIONALE FOR DELAWARE CAREER LADDER PLAN OF THE DELAWARE STATE PLAN

The purpose is to present a proposal for a new construct in teacher education to be approved by the consortium institutions as a pilot program designed to carry a selected group of students from the freshman level through the bachelor's degree on a four level plan. In designing this program the Consortium Committee believes that teacher education programs can be made more effective and college faculties strengthened by greater cooperation with the participating school districts where teachers serve as adjunct college instructors in the training and guidance of prospective teachers.

The committee recognizes the increasing emphasis on the use of paraprofessionals in the classroom whether employed as aides, or assistant or associate teachers. It further recognizes that little has been done in our Delaware institutions to develop programs for these levels on the career ladder. It believes that possibly a far more effective total teacher education program for Delaware can be developed if it can incorporate the concepts and elements of the career ladder program. It believes that opportunity should be provided for upward mobility to new careers in the profession.

The committee further believes that in the best interests of the total state such a teacher education program can be developed more effectively and efficiently through a consortium approach with cooperative curriculum planning and better use of present faculties and facilities. It recognizes, however, that this kind of program will require an entirely new construct of teacher education and the willingness of the institutions to consider new procedures of credit acceptance or transfer, new program content, and recognition of new experiences (including work experience) for credit. Only a continuous flow of mutually acceptable experiences

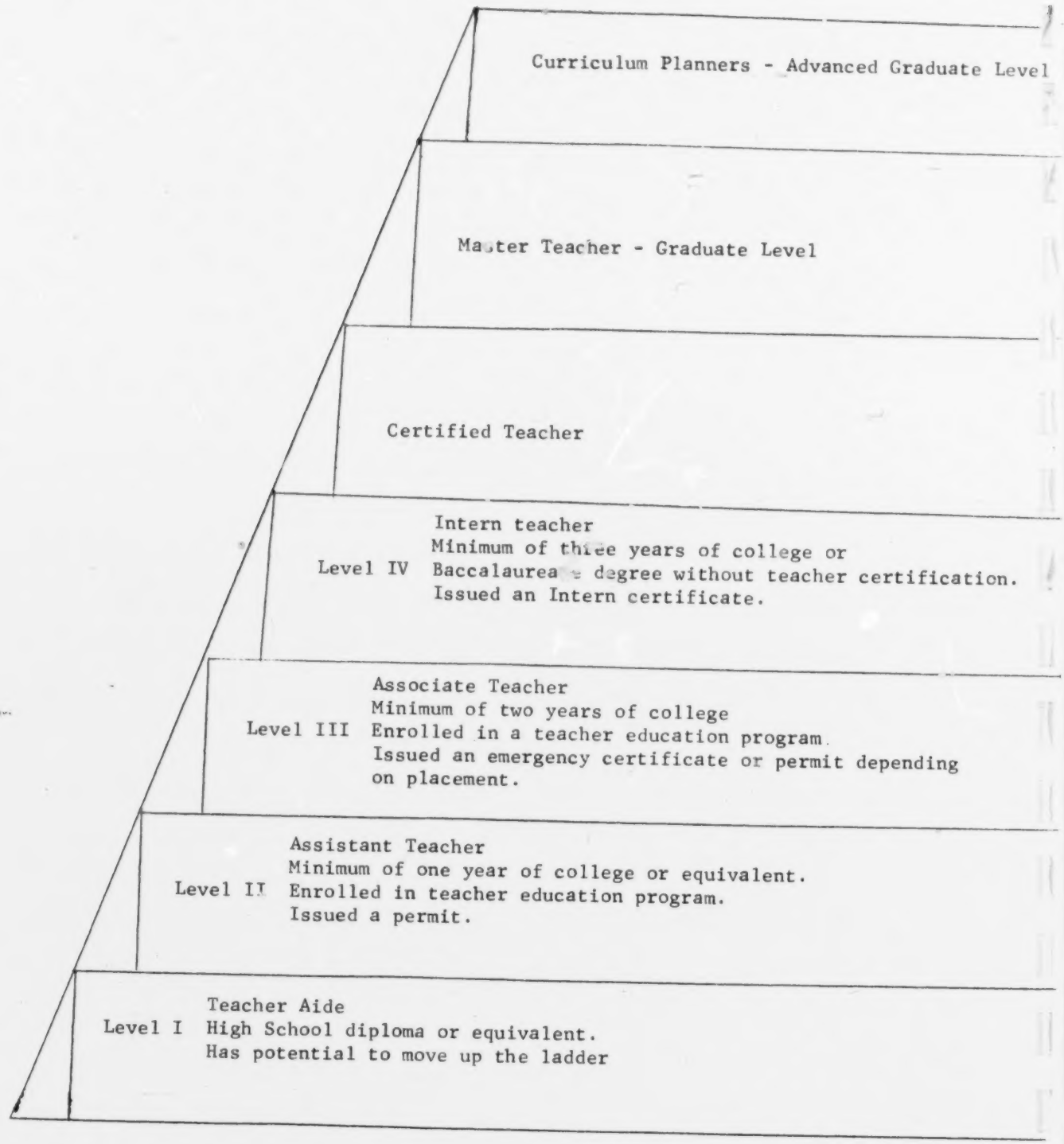
in a true consortium approach can produce the kind of curriculum with new training and career opportunities as envisioned by the committee.

The committee believes finally that such a curriculum cooperatively planned by a consortium could become a model for future consortium projects in Delaware and could serve as a model nationally. The U. S. Office of Education has commended Delaware for its move in this direction and has made concessions in order for the state to operate as a state in developing a cross country, intra-institutional teacher education plan.

SHARED RESPONSIBILITY

The concept of shared responsibility is carried over from the State EPDA Steering Committee. The philosophy underlying the Delaware State Plan has the potential to make a significant contribution as a model for future teacher preparation programs. This program provides the opportunity for the sharing of responsibility in the preparation of the teachers. The local school agency is responsible for the selection, placement and the daily supervision and instructional development of the EPDA participants. The consortium of colleges is responsible for designing and administering the undergraduate and graduate program as well as its overall coordination. The Department of Public Instruction provides certification for EPDA participants as well as acting as the means for coordination of all EPDA in the State of Delaware.

Structure of the Delaware Career Ladder State Plan


Curriculum Planners - Advanced Graduate Level
Master Teacher - Graduate Level
Certified Teacher
Level IV
Intern teacher
Minimum of three years of college or
Baccalaureate degree without teacher certification.
Issued an Intern certificate.
Level III
Associate Teacher
Minimum of two years of college
Enrolled in a teacher education program.
Issued an emergency certificate or permit depending
on placement.
Level II
Assistant Teacher
Minimum of one year of college or equivalent.
Enrolled in teacher education program.
Issued a permit.
Level I
Teacher Aide
High School diploma or equivalent.
Has potential to move up the ladder

DELAWARE STATE PLAN

Program Characteristics

The purpose of this section is to present the significant program characteristics of the EPDA State Plan.

The Delaware State Plan is based upon the following assumptions:

1) Differentiated teaching roles can be identified, and these roles dictate the nature of the training program

2) Persons will be able to "spin in" or "spin off" the ladder (or continuum) at his level of competency or desire for type of employment. Continuous mobility up the ladder will depend on recommendation and desire to become a fully certified teacher.

3) It is assumed that an emphasis should be placed upon human relation and behavioral skills.

4) The teacher education programs will be "performance-based." (This is to say, performance-based teacher education programs are established to provide teachers with specific knowledge and skill identified in the Teacher Education objective.)

The essential characteristics of the program for each of the four levels can be found in three (3) categories. These are 1) subject matter competency (the prospective teacher acquires a mastery of content knowledge); 2) procedure competency (the prospective teacher becomes skilled in selecting content, organizing content, and planning and implementing activities for pupils), and 3) human relations (acquiring those skills necessary to relating to parents, administrators, staff, and pupils).

The objectives proposed for all levels are that the Aides, Assistants, Associates, and Interns:

1) Will demonstrate, those human relations skills necessary for classroom teaching.

2) Will demonstrate knowledge in the substantive fields usually taught in elementary schools.

3) Will demonstrate the ability to organize, manage, and administer procedures for classroom teaching

4) Will demonstrate positive attitudes toward herself and others

5) Will demonstrate skills in decision-making

6) Will demonstrate the use of skills already acquired and "new skills" learned

7) Will demonstrate the ability to use acquired knowledge in organizing and presenting it to pupils

8) Will demonstrate skills in measuring her own, as well as her pupils', acquisition of knowledge

In addition to the above objectives, the following "Teacher Competencies" are identified:

1) Diagnosing the learner

2) Planning programs of study for learners

3) Specifying learning goals for individual pupils

4) Making continuous assessment of pupil performance

5) Ability to work in teams

6) Continuous self-development

Issues and Problems for Implementation

Several issues arise that will need to be settled as the EPDA State Plan moves from the germ of an idea toward full fruition. They are discussed here briefly.

The major tasks necessary for implementation involves the consortium concept. It will be a major undertaking to sell the consortium idea to the institutions of higher education within the state. There is evidence of support from the administrative officers involved and some favorable soundings have been made in the various faculties. The President's Council of the State Institutions of Higher Learning has accepted the program design. It is now conducting a feasibility study to assess implementation problems.

The following issues of feasibility must be considered:

1. The acceptability of credit (or recognition of experiences achieved) will be taken care of virtually automatically if the consortium concept is fully accepted. If it is, then there will be equivalent programs in each of the colleges.

If there is final acceptance of anything less than the full consortium concept, then the state plan will probably need to be revised and there will be a question of transfer of credits from one institution to another. This could, as a second choice, be achieved through agreements between the institutions involved.

2. Funding of the various training levels is a concern. Funding for levels II and III is not included in the plan. Therefore, other sources of funds, including tuition paid by the trainee, must be taken into consideration.

3. While staffing might be seen as a problem, one of the advantages of the consortium is that cooperative staffing arrangements between two or more colleges can be made. One particular problem related to staffing is the lateness of the final approval of many federally funded programs. Thus, the participating institution is faced with the dilemma of hiring capable staff and committing funds while still not assured of those funds.

4. Development of competency and experienced based modules as the course format for the professional educational aspect of the curriculum.

5. Providing continuity and flexibility of training opportunities for participants on the EPDA Career Ladder is a matter of concern. It is hoped that the state program, when fully developed, can provide the opportunity for a trainee to "spin-in", "spin-off", and back on again as his goals and plans dictate. This will be necessary if the plan is to truly achieve two of its objectives, recruiting prospective professional teachers and providing upward mobility for these persons.

6. Because of the flexible nature of the program, emphasis must be placed upon screening for ititial candidates and from level to level. Guidelines for the screening process will have to be generated.

7. In order that the effective features of the program may be discerned and reinforced evaluation procedures should be established.

FOCUS OF THIS REPORT

The Delaware State Plan received its first phase of implementation when the U. S. Office of Education funded levels I and IV through EPDA B-2. The remaining sections of this report will be devoted to level IV; 1) an indepth explanation of the internship program and 2) a report of the research design used to evaluate the internship program. Level IV was subcontracted by DPI to the College of Education, University of Delaware. With the funds provided, the College hired a director to design and administer the program.

CHAPTER II

THE DELAWARE EDUCATION PROFESSIONS DEVELOPMENT ACT INTERNSHIP PROGRAM

PROGRAM OBJECTIVE

The stated objective of this program was to prepare baccalaurate graduates in fields other than education to become elementary school teachers. The program was characterized by formal course work in methods and materials, learning theories, school and community relationships, curriculum development, interpersonal relationships and research procedures. It also includes a practicum, consisting of a nine month supervised internship, in one of five centers located throughout the state.

RECRUITMENT OF LOCAL EDUCATION AGENCIES

The College of Education in cooperation with the DPI and the EPDA Steering Committee began an intensive search for local districts willing to consider participation in the program. Many districts applied for the program. The basic criteria used for selection was:

1) demonstrate need for the intern teachers
2) ability to designate a successful master teacher to serve as the supervisor
3) ability to supply desirable placements for the interns in regular classes
4) support from the local teacher education organization
5) equitable state wide distribution of participating districts

FAIR HEARING FOR UNSUCCESSFUL LOCAL APPLICANTS

The following policies and procedures are established to assure every local educational agency, whose application for participation under this plan is denied, an opportunity for a fair hearing before the state educational agency:

> Any LEA which has made application for participation in the program and has been turned down and feels that there is sufficient merit for consideration, may appeal for a hearing with the coordinator of EPDA and the State Superintendent of Public Instruction.
> If the difference cannot be resolved, the case may be appealed to the State Board of Education.

See Appendix I for map illustrating state wide distribution of Internship Program 1970-1971.

RECRUITMENT OF PARTICIPANTS

Equitable Participation

DPI in submitting to EPDA agreed that no person will be denied admission to training programs carried on under this plan because he is preparing to teach or serve as a teacher aide in a private school. Such persons shall be eligible for the same stipends allowed for the public school employees.

DPI also submitted that Delaware schools are conducted in accord with the Civil Rights Act of 1964 and the Supreme Court Decision of 1954.

This is in accordance with the letter of compliance filed with HEW and dated May 28, 1965. This letter affirms compliance with Title VI of the Civil Rights Act of 1964 which states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance."
> Therefore, the Education Professions Development program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

OTHER FEDERAL GUIDELINES

Other basic guidelines supplied by Washington are expressed in the following statement:

CRITERIA TO BE USED IN SELECTING PARTICIPANTS OF SHORT-TERM INTENSIVE TRAINING AND SUBSEQUENT IN-SERVICE TRAINING FOR THE EPDA PROGRAM ARE:

1. Unemployed persons.

2. Persons employed in activities other than teaching.

3. Persons who have not been employed as teachers or teacher aides for at least one semester immediately preceding the training program.

4. Persons employed by educational agencies who are not involved in the educational process, e.g. custodians, cafeteria workers, bus drivers, etc.

5. Persons who are college seniors or graduate students, other than those who have majored in education and have prepared themselves to be teachers.

6. Substitute teachers who have been employed as teachers 50 percent or less of the school year immediately preceding the training program. Persons selected should have had sufficient prior training so that through the short-term pre-service, and in-service training provided, they can become qualified or requalified to teach in elementary and secondary schools.

Representatives of the five participating local school districts met to decide the criteria and strategy to be employed in order to recruit the best possible participants for the program. It was decided that information concerning the program was to be spread by word of mouth, newspaper and radio advertisements. A complete brochure was sent to every school in Delaware, to institutions of higher learning in Delaware and the surrounding three state area of Pennsylvania, New Jersey, and Maryland.

The following brochure is used for this purpose.

See Appendix II for the brochure used for advertising.

THE APPLICATION FORM

Each applicant was to fill out an application form giving personal data, educational background, and work experience together with a statement expressing interest in the program.

See Appendix III for application form.

The initial screening was conducted by the EPDA Director at the College of Education, University of Delaware. Over one hundred fifty applications were received. One of the major considerations used in screening at the University level was the ability of the applicant to be admitted to the graduate school at the University of Delaware. Although many would argue at the use of this criteria the academic program was designed to give the maximum benefit to those that could qualify for admission. However, school districts were given the opportunity to interview and select any applicant they desired.

One of the main considerations for many applicants was the location of the various districts. Because of distance, housing considerations automatically eliminated some married individuals.

Those applicants that remained as prime candidates were divided into screening groups best suited for the particular needs identified by each school participating in the program. The final screening and decision making was done by the local school district.

However, local school districts were given the opportunity to review all applications and interview and select any applicant they desired. Most participating school districts actively recruited applicants. In the final analysis selection was based on the pragmatic considerations of individual desire and personality. Several interns could not immediately

qualify for admission to graduate school but were selected because in the considered opinion of the local school districts these individuals had the best potential to become successful teachers.

See Appendix IV for a chart illustrating the breakdown of the pertinent information concerning the interns selected for the 1970-71 program.

STAFFING

Interns

Each of the five participating local school districts were permitted to select six interns. According to the funding provisions each intern would receive a tuition free 31 credit program as well as $75 per week for the 10 week pre-service summer and the six week continuing-service summer. During the internship year the State Department of Public Instruction would issue each applicant an intern certificate making the intern eligible to receive a salary based upon 5/6 rate of a state teacher unit.

Additional funds were included to allow for two additional participants to be trained during the 10 week pre-service summer. They were to serve as alternates in any district where if for some reason a participant might not be able to continue.

Two of the participating districts were so impressed with the pre-service summer program and the quality of the alternates that each district hired an alternate on an emergency teaching certificate. Provision was then made for the alternate to continue in the EPDA program at his own expense.

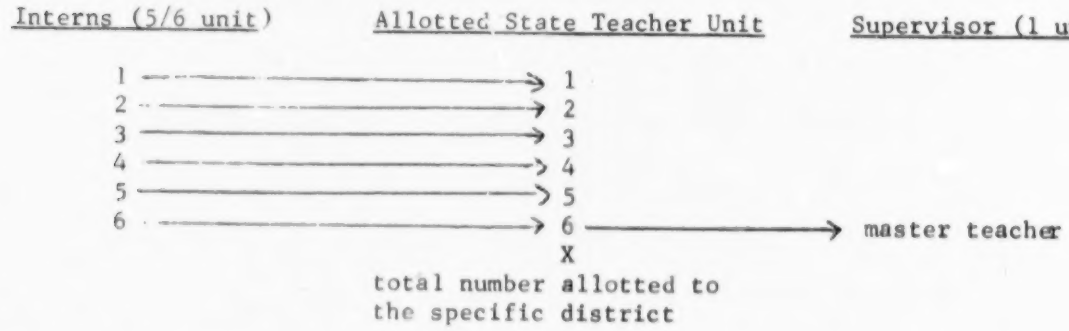
It was also agreed that the alternate was to included in the responsibility of the local district EPDA supervisor. Thus, 32 interns started and completed the program.

LOCAL DISTRICT SUPERVISOR

Each local district was responsible for selecting a master teacher to supervise the six interns placed in the district. The supervisor would receive his regular teacher salary, plus the State increment for curriculum supervisors. Each supervisor would also be employed during the pre-service summer at the rate received by University of Delaware instructors for teaching two courses in summer school.

The following chart illustrates the payment plan during the internship year. Three significant factors are apparent 1) there are seven individuals to cover six teaching units; 2) the supervisor is released full-time to supervise the six interns, and 3) the district does not incurr any additional cost for the supervisor.

RELATIONSHIP OF INTERNS AND SUPERVISOR TO TEACHER UNITS



Supervisor - 1 full teacher unit.
Six Interns - 5 full teacher units.

Total - 6 full teacher units.

DIRECTOR

All interns and supervisors were under the administrative direction of the EPDA Director. The Director was recruited and employed by the College of Education, University of Delaware; his responsibilities included designing and instructing in the academic program, budgeting, providing instruction for the supervisors, recruitment; coordination of teaching experiences at the local district level and evaluation of the program.

THE ACADEMIC PROGRAM

The entire program was developed to meet the needs of the interns. The College of Education, University of Delaware did not have a Master of Arts in Teaching (MAT) type of program in operation to serve as a model. The program, therefore, is unique and the State Department of Public Instruction approved it as a certifiable program for elementary teacher preparation.

Each intern who completed the basic program was certified at the BA + 30 level and given credit for one year of teaching experience. Every intern who completed the Master's degree option was certified at the Master's degree level and also given credit for the internship as a year of teaching experience. Those who option for the Master's degree program must be accepted as a regular graduate student of the College of Education. An independent research project is required of the EPDA Master's degree students. The written comprehensive exams and the systematic reporting to an advisor to discuss a prescribed EPDA Master's degree reading list is also required.

The EPDA Masters degree was approved as an experimental degree program by the Committee on Graduate Studies in Education and the Graduate School of the University. This accomplishment indicates the cooperation

and desire for reasonable flexibility in regard to teacher education by the University community.

The following is the program outline; each segment will be explained in detail.

UNIVERSITY OF DELAWARE
Newark, Delaware

College of Education

Dr. C. J. Staropoli
Director

Education Professions Development Act
Teaching Intern Program 1970-1971

Pre-Service Phase
Spring Session - 1970
1) Classroom observations - no credit.

Summer Session I - 1970
1) Education 520 - Foundations or Reading Instruction - 3 semester hours
2) Education 666 - Instructional Development - General Instructional techniques and field experience in the EPDA - Newark Summer School Enrichment Program - 3 semester hours

Summer Session II - 1970
1) Education 666 - Special Methods Workshop - One week (30 hours) in each of the four curriculum areas--language arts, science, math, and social studies. 4 semester hours

In-Service Phase
Fall Session - 1970
1) Education 808 - Internship in Education - 6 semester hours.

Spring Session - 1971
1) Education 809 - Internship in Education - 6 semester hours
2) Education 666 - Educational Research and Interpersonal Relations 3 semester hours.

Continuing-Service Phase
Summer Session I - 1971
1) Education 884 - Designing and Developing School Curricula - 3 semester hours
2) Education 848 - School and Community Development - 3 semester hours.

EPDA Master's Degree Candidates:
Recommended for Completion - June 1971
1) Education 866 - Special Problems - Research Project - 6 semester hours
2) Master's Reading List - Systematic review with academic advisor and/or EPDA Director of prescribed reading list. No credit.
3) Written Comprehensive Examinations.

Total semester hours for all interns - 31 hours.
Total semester hours for all Master's degree candidates - 37 hours.

PRE-SERVICE PHASE

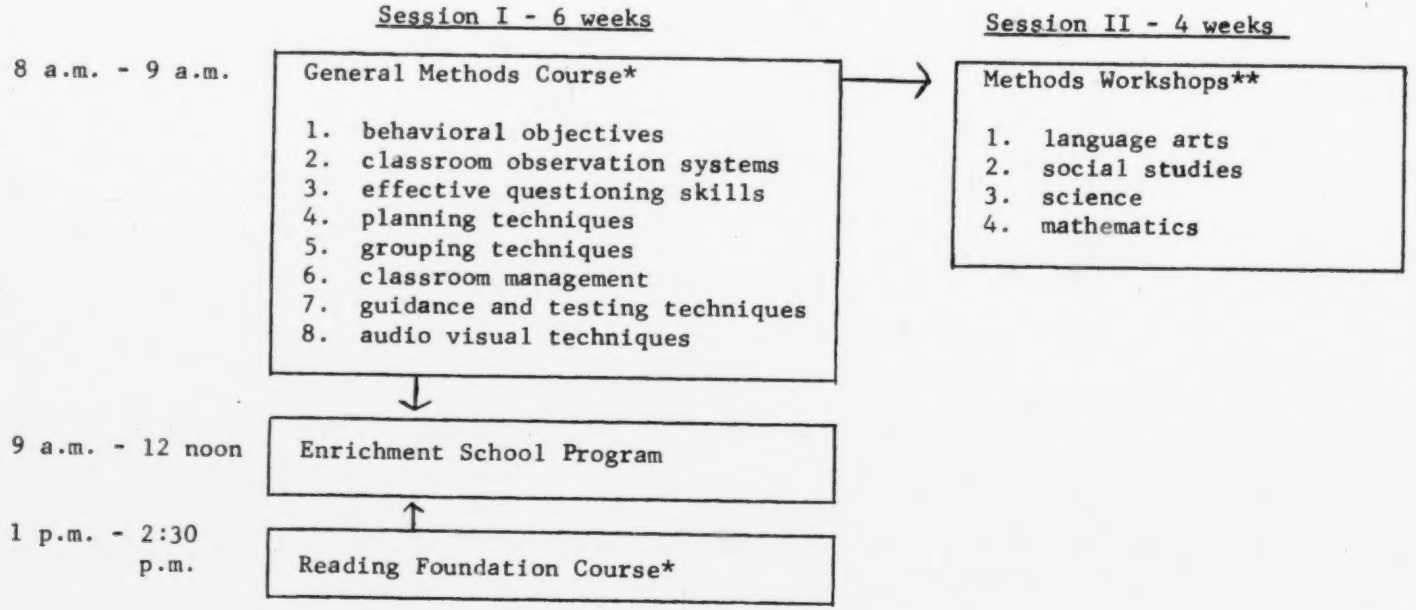
Voluntary Classroom Observations - Spring 1970

By early May, 1970, the participants for the program had been selected. Most of the group had been given their class assignment for the fall teaching experience in the assigned school district. The task ahead was to effectively prepare these participants in the ensuing summer months. All of the participants would become full-time classroom teachers in September and were in need of much preparation before this step was to be initiated. It was the feeling of the director and the five local school district supervisors that the pre-service period was vital to both the success of the program and the individuals involved.

Since the public schools were still in session, it was requested that all participants attempt to make at least 30 hours of classroom observations during the remaining days in May and June. These observations were arranged by the supervisors and were related to the particular assignment or grade level that the intern would have in September. Since the interns were without experience in all aspects of an elementary classroom, the observation periods were designed to provide an opportunity for the interns to develop some understanding of the elementary school and the ways in which teachers and children function in the classroom. Many interns had the opportunity to familiarize themselves with the building, staff, curriculum, and the children of their assigned building.

See Appendix V for the outline that was used to guide the interns through the observation experience. Unfortunately, the material is of widespread use in teacher preparation and the name of the author is not known. Follow up discussions were scheduled for the interns with the teachers they observed and with the local district supervisor concerning the observations.

MODEL FOR THE PRE-SERVICE SUMMER



* each course integrated activities with the Enrichment School Program.

** four 30 hour per week workshops were held in each methods area.

SUMMER SESSION II

After a very rigorous first session, a somewhat less demanding approach was planned for the second session. All interns were registered for special methods workshops in the areas of language arts, science, math and social studies. Each thirty hour workshop lasted one week and a total of four semester hours of credits was earned. These were especially planned to build upon workshops, initial general methods and practicum session. All workshops were conducted by regular University of Delaware faculty.

Each workshop concentrated on presenting techniques and practices in a specific curriculum area. Duplication of methodology was eliminated to a great extent as a result of the general methods course held during the first summer session. This model of general methods - specific methods can be easily incorporated into ongoing undergraduate teacher education programs.

SUMMARY OF THE PRE-SERVICE PHASE

1. Each intern was provided with a 30 hour structured observation period.
2. Each intern was provided instruction in general methods and in the specific methods of five curriculum areas; reading, language arts, math, science, and social studies.
3. Each intern was provided a practicum experience.
4. Each intern was provided an opportunity to work very closely with his local district supervisor and the director.
5. See Appendix VIII for material prepared by the supervisors for the approaching internship.

IN-SERVICE PHASE

The in-service phase includes the actual teaching internship. Six credits are awarded for each academic semester. All interns including the two alternates were assigned to elementary classrooms as regular full time teachers in complete control and responsible for their performance as a teacher. They were given all the staff privileges provided for regular faculty.

The intern was responsible for the curriculum and for all learning experiences that were to take place in that classroom. The local school district supervisors were responsible for the supervision of the interns classroom teaching experience; this included the interpretation of curriculum, overseeing the preparation of daily and weekly planning, gathering of useful materials, improvement of methods and techniques, and teaching demonstrations when necessary. This type of training and close supervision continued for the entire school year.

During the spring semester a three credit seminar supported the internship; it was designed to be experiential with the objective of having a direct transfer to the intern's actual teaching position. This seminar includes the development of skills in interpersonal relations in the areas of communication, superior-subordinate relationships and decision making. Opportunities for learning were designed to take place through the use of simulated activities. It was hoped that this personal experience would provide meaningful insight for the intern as he functioned in the classroom and with his faculty and administration. This aspect of the program was met with great enthusiasm by the interns. Opportunity for experience in interpersonal relations skills in basic teacher education programs is missing for the most part in programs throughout the country. With teacher negotiations, teacher committees, community responsibilities, it was deemed necessary to include in the EPDA program.

CONTINUING-SERVICE PHASE

The Continuing Service phase moved from the pragmatic to a more theorical approach to the education profession. Two courses were required. One course, Designing and Developing School Curricula, provided an opportunity for the interns to experience various philosophical and psychological approaches of curriculum design and development. The other course, School and Community Relations, using a sociological frame of reference, examined the numerous problems facing the profession and the local school district as they attempt to function within the community at large.

These courses provided the interns with the opportunity to critically analyze and assess the factors which influenced his functioning during the internship year. This provided an excellent format for a healthy exchange of experiences and observations among the interns and the director who taught both courses.

SUPERVISOR PROGRAM

A key aspect of the program was the comprehensive training provided and conducted by the Director to the supervisors. The program provided funds for each supervisor to enroll for a 6 hour course in supervision during the Pre-Service summer.

This course included instruction in supervisory skills and the opportunity to practice these skills in the Enrichment Summer School. During the year monthly in-service meetings were held for the supervisors. All aspects of administration and supervision of the program were discussed and developed cooperatively under the supervision of the director.

Realizing that the supervisors were instrumental to the success of this program, a major objective of this program was to insure continuity of instructional and supervisory efforts between the academic course work and the local supervision. To foster the concept of shared responsibility the College of Education was requested to grant adjunct faculty status to the local supervisors. Experience in traditional student teaching programs has demonstrated that the lack of consistency of communication between theory and practice is often detrimental to a teacher preparation program.

See Appendix IX for proposal requesting adjunct faculty status for local district supervisors.

EVALUATION OF INTERN

From the very beginning of this program, intern evaluation was emphasized in a positive, constructive manner. The importance of self-evaluation was stressed as the only valid means for both supervisor and intern to improve in their respective functions.

All materials used by the supervisory staff were designed to provide verbal communication by means of preliminary written evaluations. A variety of written forms were developed for use for both the supervisor and the intern. Feedback from the intern concerning his experience was considered an essential aspect of the evaluation process by the supervisors. By providing a systematic means of two-way communication, the supervisors were able to 1) detect intern problems and 2) detect problems in their supervision practices.

See Appendix X for the package developed for use by the interns.

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See Appendix X for the package developed for use by the interns.

As a result of the Critical Incidents procedure, the local district supervisors were able to develop a check list of criteria which they stated in a positive manner. See Appendix XI for this list.

The following instruments were developed for use for the supervisor and building principal. The uniqueness of the materials are twofold: 1) they are consistent in their criteria and 2) they require written comment on strengths and weaknesses and a statement of corrective action taken by the supervisor in any area requiring improvement.

See Appendix XII and XIII for forms developed for use by the local district supervisor and the building principals.

INTERN RETENTION

At the outset of the recruitment aspect of the program, it was made clear to both intern and school district that the internship was for one year. There was no obligation by either party to offer services or provide employment for any period upon the one year internship.

With this in mind a final comment on intern evaluation must be made. All thirty interns plus the two alternates successfully completed the internship. All 32 were offered their position for the next year with the exception of only two. Due to marriage, maternity and a change of career only five are not presently employed as full time teachers. Two have left the profession for other careers and three are on the substitute roles due to marriage plans and maternity. Twenty six of the interns are employed as regular teachers in the State of Delaware and one is employed in Minnesota. Three are employed as substitutes in Delaware. With respect to these statistics it appears safe to state that our interns performed very adequately and that the internship program had exceptional retention in Delaware.

CHAPTER III

THE DELAWARE EDUCATION PROFESSIONS DEVELOPMENT ACT RESEARCH EVALUATION REPORT

INTRODUCTION

The previous section was devoted to a subjective assessment of intern performance. Since demonstrated pupil achievement levels is the single most important statistic a public school system can most readily be held accountable for, any program altering the complexion of the traditional classroom teacher within a school district should empirically demonstrate that it is not detrimental to pupil achievement.

STATEMENT OF THE PROBLEM

Accepting this challenge the Delaware EPDA Internship Program developed a research study designed to test the hypothesis that there would be no significant difference in the academic achievement levels of pupils taught by interns, first year teachers and experienced teachers. In other words, can teacher preparation and/or length of teaching experience significantly affect pupil achievement levels?

DEFINITION OF TERMS

Intern - An intern is defined as a non-education baccalaureate graduate with 10 weeks of pre-service teacher preparation and under supervision at 1-6 ratio during the internship period.

First Year Teacher - A first year teacher is defined as an elementary education graduate holding a regular state elementary certificate and is in his first year of employment as an elementary teacher.

Experienced Teacher - An experienced teacher is defined as an elementary education graduate, holding regular state elementary certification and is in at least his second year of employment as an elementary teacher.

Academic Achievement - Academic achievement will be measured in terms of scores obtained on the appropriate grade levels of the Stanford Achievement Test.

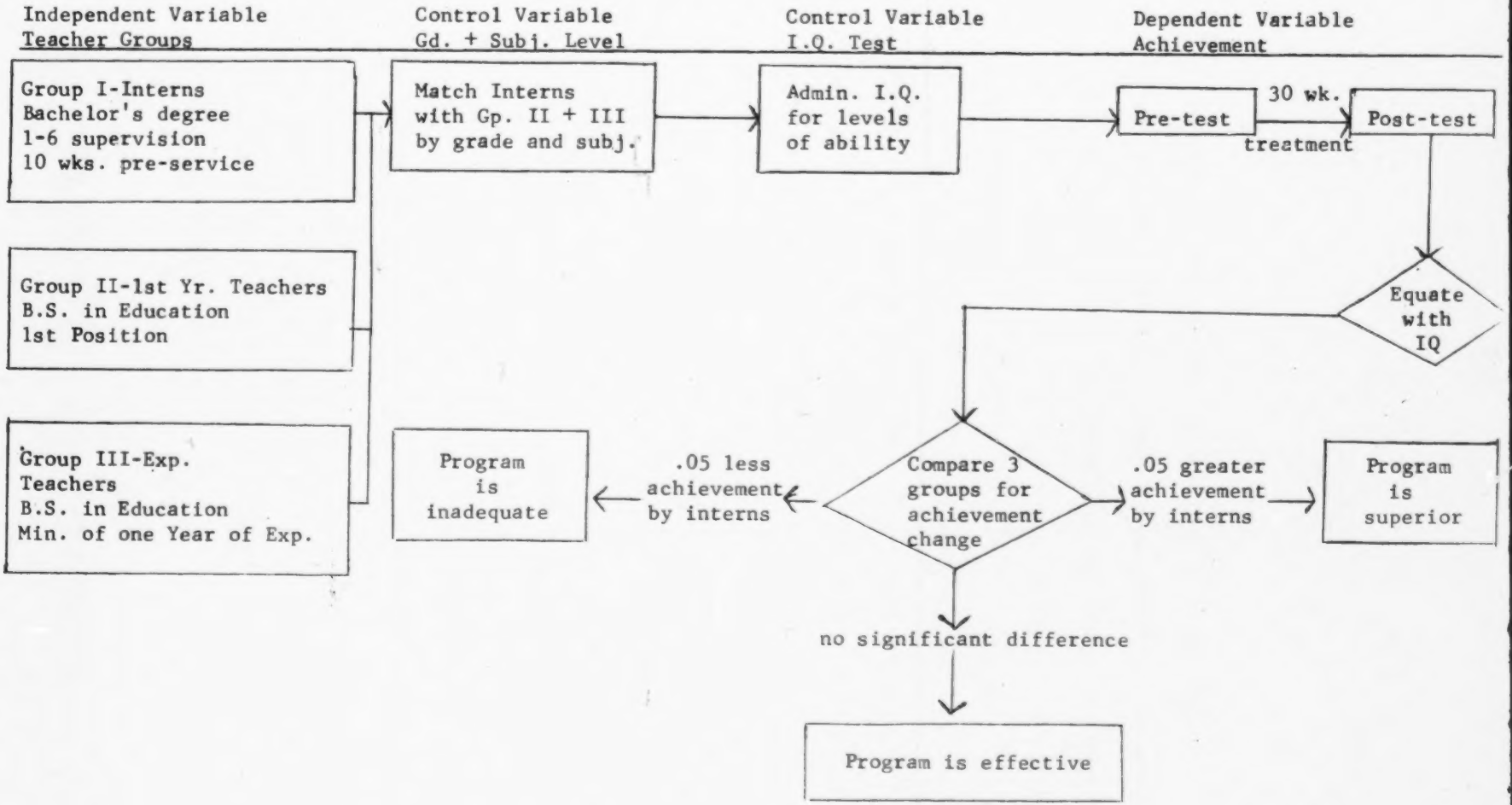
METHODS AND PROCEDURES

The appropriate levels of the Stanford Achievement Test were administered as the pre-test and post-test instrument measuring academic achievement. The appropriate levels of the Otis-Lennon Test of Mental Ability were administered to control for differences in levels of intelligence. All testing was administered in strict adherence to the publisher's instructions for administration. All testing was administered by the local district supervisors, who were prepared for this task and guided through the testing periods by the EPDA Director. The Otis-Lennon and the Stanford pre-test were administered in early October. The Stanford post-test was administered in early May.

Four of the five EPDA districts participated in the research project. The fifth district was committed to serving as a sampling district for standardizing a 1973 version of a national achievement test.

Officials of the school district recruited and selected all the first year teachers and all the experienced teachers. Selection of teachers depended upon the availability of first year and experienced teachers in the subject and grade levels taught by interns and the final consent of the first year or experienced teacher to participate in the investigation. No teacher was required to participate.

FLOW CHART DESIGN FOR PUPIL ACHIEVEMENT



The breakdown of participating teachers is given in the following chart:

3 grade	Total	Male	Female	Teaching Exp.	Avg. Age	Education
Interns	7	0	7	0	24.4	BA-7
1st Year	4	0	4	0	22.8	BA-4
Exp.	8	1	7	19.5	44.9	BA-7; MA+30-1
TOTAL	19	1	18			

4-6 grades	Total	Male	Female	Teaching Exp.	Avg. Age	Education
Interns	11	6	5	0	26.1	BA-11
1st Year	6	4	2	0	25.7	BA-6
Exp.	10	5	5	7.7	35.9	BA-9; BA+30-2
TOTAL	27	5	12			

RESULTS

Third Grade

A multivariate analysis of covariance was performed on the pre-post gain scores of the three groups on the eight achievement tests. Otis-Lennon IQ scores were used as the covariate, even though the three groups did not differ significantly on this variable (F 1).

The overall F-ratio of 9.9 (16,650) was significant at well beyond the .001 level, indicating that the three groups did differ in what their students learned over the course of the year.

3rd Grade	(N=150) Intern	(N=66) 1st Yr.	(N=120) Exp.	F-ratio	df
IQ	97.24	97.44	99.06	0.66	2,333
1. LA - Word Meaning	5.4	8.8	5.9	9.5**	2,332
2. LA - Para Meaning	8.3	6.8	9.0	.8	"
3. LA - Spelling	9.2	18.8	14.4	18.8**	"
4. LA - Word Study	13.7	25.6	12.6	22.1**	"
5. LA - Language	-.8	-4.8	2.3	8.4**	"
6. Science - Soc. St.	-10.8	-9.4	-7.7	2.4	"
7. Math - Comput.	10.6	8.5	16.4	23.6**	"
8. Math Concepts	-1.4	-9.6	2.9	15.7**	"

Overall F-ratio = 9.9 (16,650)

** significant at .01 level

Six of the eight univariate F-ratios reached significance at the .01 level or beyond: students taught by experienced teachers were superior on LA Language, math computation, and math concepts while the first year teacher instructed students achieved more in word meaning, word study, and spelling. The three groups did not differ significantly on gains in either paragraph meanings or science/social studies.

It is interesting to note that on the 6 tests which significantly discriminated the three levels of experience, experienced teachers ranked first on three and first year teachers ranked first on three. Even though intern taught Ss were not superior on any of the six tests, they fell in between those taught by the other two groups in four of six cases making it virtually impossible to provide a reliable rank ordering of the three groups on this series of tests $\overline{/}\ \overline{X}_r^2 = 1.48$ (df = 2), $p > .40\ \overline{/}$. With this in mind the highly significant overall F-ratio must be interpreted as indicative of the fact that although the students taught by the three levels of teaching experience learned different things during the course of the year, no categorical pronunciation on the superiority of any one experience level was possible. This result is also noteworthy since the experienced teachers averaged approximately twenty years more teaching experience and were twenty years older than the interns. The missing data figure or mortality rate between pre- and post-test data was 39%.

Fourth Grade

Two multivariate analyses of covariance were computed utilizing math computation and math concepts scores as dependent variables. One employed only an intern and a first year teacher, the other utilized all three levels of teaching experience. The first yielded no significant difference for either test; the overall F-ratio of 14.81 (2,133), $p < .001$ with the math computation test significantly discriminating between the three groups $\overline{/}\ F = 13.59$ (2,133, p .001$\ \overline{/}$. The three groups were fairly evenly spaced on the computation test with experienced teachers registering the highest gains and 1st year teachers actually registering negative

difference scores. Intern taught Ss were found inbetween the two outside groups with gain scores very close to zero (.4).

4th grade	(N-23) Intern		(N=20) 1st Yr.		F-ratio	df
IQ	87.96	(14.0)	100.15	(11.7)	9.41	1,410
1. Math Comp.	4.3	(7.6)	3.0	(5.6)	.39	1,400
2. Math Concepts	4.3	(4.4)	2.0	(4.1)	1.91	1,400

Overall F-ratio = .96 (2,390)

	(N=52) Intern		(N=24) 1st Yr.		(N=61) Exp.		F-ratio	df
IQ	99.31	(11.56)	94.92	(15.84)	101.98	(13.86)		2,134
1. Math Comp.	.4	(9.6)	-5.8	(6.0)	4.2	(7.0)	13.59**	2,133
2. Math Concepts	4.2	(6.5)	5.2	(5.4)	5.8	(8.3)	0.6	2,133

Overall F-ratio = 14.81 (2,133)
** significant at .001 level

The univariate analysis of covariance computed on social studies gain scores revealed a substantive [F = 15.1 (1,480), $p < .001$] difference favoring the intern taught Ss over those taught by the experienced teacher.

4th grade	(N=22) Intern	(N=51) Exp.	F-ratio	df
IQ	88.58	99.15		
1. Social Studies	8.75	3.46	15.1**	1,480

** significant at .001 level

In summary it must be concluded from the fourth grade contrasts that the experienced teacher taught Ss faired better in math computation; their scores were numerically higher for math concepts as well. In direct contrast, intern taught Ss were superior in social studies gains. No significant difference existed between intern versus 1st year taught Ss in math concepts and computational gains.

Fifth Grade

No significant differences were observed in the amount Ss learned as a function of teaching experience for either of the two 5th grade contrasts. The univariate F-ratios for both math computation [F = 2.1 (2,133), p .05] and math concepts [F < 1] failed to reach significance and there was no consistent numerical superiority for any one experience level. Similarly the analysis of covariance performed on science post-tests between intern taught Ss and experienced teachers yielded an F less than 1 with a mean difference between the means of the two groups of less than 0.2.

The results of this analysis must be interpreted as indicative of the fact that for the available data, experience of teachers did not affect the amount fifth grade Ss learned.

5th grade	(N=81) Intern		(N=27) 1st Yr.		(N=29) Exp.		F-ratio	df
IQ	106.02	(17.0)	99.30	(15.5)	107.17	(8.7)	2.34	2,134
1. Math Comp.	5.1	(5.1)	2.7	(4.6)	4.2	(6.2)	2.06	2,133
2. Math Concepts	3.3	(4.7)	4.0	(5.2)	3.9	(5.6)	.25	2,133

Overall F-ratio = 1.68 (2,640)

5th grade	(N=26) Intern	(N=22) Exp.	F-ratio	df
IQ	102.846	108.608		
1. Science (Post-test only)	13.6	13.4	.2	1,460

Sixth Grade

Two univariate analyses of covariance were computed for sixth grade Ss, one employing gain scores in social studies, one in science. Neither F-ratio reached significance at the .05 level and again no consistent trend was observed for numerical superiority for any one level of experience: (e.g. the 1st year teacher taught Ss registered numerically

higher gains on the social studies test while they registered the lowest gains in science; the converse was true for intern taught Ss).

As in the case of fifth grade students, the three levels of experience employed failed to differentiate student achievement.

6th grade	(N=23) Intern	(N=23) 1st Yr.	(N=16) Exp.	F-ratio	df
IQ	106.13	98.43	104.06		
1. Soc. Studies	1.8	5.6	3.0	2.45	2,580

6th grade	(N=49) Intern	(N=39) 1st Yr.	(N=66) Exp.	F-ratio	df
IQ	112.59	104.36	105.77		
1. Science	7.10	4.1	5.7	2.29	2,150

SUMMARY

No consistent trend was observable for any grade level favoring any one experience level, even though individual differences existed for specific tests. Given the fact then that Ss taught by different levels of experienced learned different things, the question arises of whether specific subject matter areas could be identified for which level of experience was a differentiating variable. To answer this question, mathematics concepts, computation, science, and social studies were each considered irrespective of grade. For example, means on math computation tests were ordered within each of the 3rd, 4th, and 5th grades, and these ranks submitted to a Friedman two-way analysis of variance. The results were identical in all cases, significance was not achieved in any subject matter area.

In a final effort to tease out some kind of consistent relationship all 14 tests involving the three experience levels (two tests involved constrasts of only two experience levels) were ranked and combined across

both grade levels and subject matter area. The X_r^2 (df=2) of 3.0 again indicated that level of teaching experience did not consistently differentiate student achievement. The missing data figure or mortality rate between pre- and post-test data of all 4-6 grades was 27%.

THE RELATIONSHIP BETWEEN TEACHING EXPERIENCE AND STUDENT PERCEPTIONS OF CLASSROOM INTERACTION.

Given that teaching experience is not a consistent correlate of gains in student knowledge, a natural question arises as to whether classroom processes differ from teacher to teacher as a function of teaching experience. If they do not, then there is little wonder that one experience level is not consistently superior to another in eliciting said gains in knowledge.

To explore this question a student rating instrument was constructed covering many aspects of classroom, teacher-student, and student-student interactions.

See Appendix XIV for the instrument.

The instrument was administered with the Stanford post-test as with the achievement gain scores, the 25 items contained in the rating instrument were treated as dependent variables and submitted to a MANOVA procedure followed by a multiple group discriminant analysis for each of the 3 grades. All three analyses produced significant discriminant functions. However, as was the case with the achievement data, few clear patterns relicated across the three grades. Examination of both tables Y and Z will verify this conclusion. Table Y contains those item loadings of .3 or better for each function, Table Z the relative positions of the three groups' centroids. Neither similar item loading patterns nor centroid positioning occurred between grade levels.

TABLE X

	3rd Grade				4th Grade				5th Grade			
	Int. (N=131)	1st Yr. (N=64)	Exp. (N=206)	F-ratio (2,398)	Int. (N=104)	1st Yr. (N=53)	Exp. (N=87)	F-ratio (2,241)	Int. (N=103)	1st Yr. (N=60)	Exp. (N=29)	F-ratio (2,189)
1.	4.55	4.75	4.61	1.0	4.53	4.62	4.60	0.3	4.39	4.53	4.79	2.6
2.	2.66	2.84	2.91	1.4	2.70	2.79	2.79	0.1	2.68	2.60	2.69	0.1
3.	4.15	4.58	4.26	3.7	4.44	4.21	4.69	4.9**	4.40	4.55	4.55	0.9
4.	3.63	3.91	3.79	1.3	3.72	3.74	3.68	0.1	3.50	3.47	3.28	0.4
5.	3.59	3.72	3.27	3.2*	3.70	4.40	3.69	5.5**	2.84	2.98	2.38	2.4
6.	3.49	3.70	3.13	6.4**	2.87	3.09	2.97	0.5	3.11	2.85	2.48	3.3*
7.	3.11	3.13	3.17	0.1	3.42	3.00	3.34	1.5	2.95	2.98	2.97	0.0
8.	3.63	4.09	3.45	5.7**	3.98	4.11	3.61	3.7*	3.14	3.65	2.48	8.3**
9.	3.71	4.30	3.67	5.7**	4.29	4.55	4.30	1.1	3.75	4.33	3.48	6.9**
10.	3.20	3.80	3.02	7.4**	3.55	4.15	2.92	14.8**	2.81	3.15	2.59	2.2
11.	3.96	4.13	4.17	1.1	3.93	4.09	4.32	2.3	4.25	3.87	4.14	1.8
12.	4.21	4.36	4.24	0.3	4.12	4.42	4.63	5.2**	4.38	4.25	4.28	0.3
13.	4.29	4.34	4.52	1.9	4.14	4.28	4.21	0.2	3.83	3.95	3.66	0.7
14.	1.34	1.72	1.61	2.9	1.77	1.58	1.55	0.8	1.34	1.67	1.31	0.5
15.	2.50	3.11	3.74	32.5**	3.51	3.38	2.68	7.9**	2.47	3.68	3.55	18.2**
16.	4.29	4.45	4.40	0.5	4.32	4.17	4.64	4.0*	4.56	4.40	4.66	0.9
17.	4.08	4.75	4.22	7.8**	3.85	3.96	4.11	1.0	3.96	4.03	4.10	0.2
18.	4.34	4.59	4.45	1.2	3.88	4.19	4.55	9.1**	4.10	4.20	4.10	0.2
19.	2.33	3.27	2.16	13.9**	2.38	3.02	2.41	3.2*	2.10	2.17	2.62	1.6
20.	3.81	4.64	4.48	15.9**	4.00	4.09	3.93	0.2	4.18	3.93	3.79	1.6
21.	4.29	4.63	4.09	5.5**	3.83	3.91	3.82	0.1	3.76	4.10	3.79	1.6
22.	4.21	4.27	4.01	2.1	3.66	3.68	3.80	0.3	3.91	3.68	4.17	2.1
23.	4.22	4.31	4.04	2.2	3.66	3.92	3.84	0.8	3.87	3.53	3.52	2.0
24.	4.37	4.42	4.12	3.1*	3.88	3.62	3.87	0.9	3.81	4.08	3.62	2.4
25.	3.65	3.52	3.52	0.5	3.64	3.17	3.59	2.9	2.93	3.13	3.00	0.7
	4.58 (50,768), p .01				2.60 (50,434), p .01				2.63 (50,330), p .01			

* $p < .05$
** $p < .01$

TABLE Y

	3rd Grade		4th Grade	5th Grade
	I	II	I	I
1.				
2.				
3.		.312	.382	
4.				
5.			-.362	
6.				
7.				
8.		.318	-.304	-.367
9.		.369		-.420
10.		.382	-.637	
11.				
12.				
13.				
14.				
15.	.693		-.336	-.590
16.			.325	
17.		.455		
18.				
19.		.542		
20.				
21.	.381	.423		
22.				
23.				
24.				
25.				
Wilks Lamda	.59	.82	.59	.51
Canouical R	.53	.43	.51	.57
Chi Square	206.1	77	120	118.8
df	75	48	75	75

TABLE Z

	3rd Grade		4th Grade	5th Grade
	I	II	I	I
1.0				
.9		.946 1st Yr.		
.8				
.7				
.6				
.5	.505 Exp		0.537 Exp.	
4				.419 Intern
.3				
.2				.238 Exp.
.1				
0			-.015 Intern	
-.1		-.091 Exp.		
-.2	-.295 First Yr.			
-.3		-.320 Intern		
-.4				
-.5				
-.6	-.651 Intern			
-.7				
-.8				
-.9			-.852 1st Yr.	-.834 1st Yr.
-1.0				

Two items did significantly differentiate the three levels of experience for each of the three grade levels (Table X), however: (1) item #8 "Was it ever too noisy in class this year to hear what the teacher was saying?", and (2) item #15 "How much homework did your teacher give you during the year?" Item 15 showed an unstable pattern across the three analyses, but interestingly enough there was agreement across grade levels that students made the least noise in experienced teacher classrooms, followed by intern taught classes, while the noisiest classes belonged to 1st year teachers.

With the interesting exception of item #8, however, the same conclusion must be arrived at as with the achievement data; although the experience levels studied did differentiate student ratings of educational interactions, no consistent patterns emerged. These findings lead to the supposition that teaching experience is not an important schooling variable, and that the differences herein reported must be explained under individual teacher differences resulting from the limited sampling procedure available to the author.

SUMMARY AND CONCLUSIONS

The basic findings of this empirical research indicates that there is no significant difference in the academic achievement of pupils taught by interns, first year teachers and experienced teachers. Further testing also revealed that there is no significant relationship between teaching experience and student perception of classroom interaction. If ten weeks of pre-service instruction and a 1-6 supervisor to intern ratio can produce the stated results then some candid comments need to be made concerning undergraduate preparation programs presently being conducted by professional schools of education.

One major comment would be to suggest that undergraduate programs in teacher education as they are presently being conducted are not reaching full potential. Expanding from this point two alternates can be explored: 1) abandon undergraduate preparation and replace it with post graduate preparation, 2) increase undergraduate clinical experiences in hope of producing more effective teachers.

Abandon undergraduate teacher education. This alternative comes at a time in which a surplus of teachers presently exists in the United States, exceptions granted in substantiated critical areas, such as special education and vocational education. Instituting teacher preparation at the post baccalaureate level would have several immediate effects: 1) a lowering of enrollment, 2) the attraction of more mature, more career oriented and more academically qualified individuals.

If this research has any creditibility then it must be assumed that an effective pre-service program can be designed for elementary teacher preparation. It can also be assumed that given adequate baccalaureate programs, effective pre-service programs can also be easily designed for such secondary areas as English, social studies, science, math, languages, home economics, business, art, physical education, music and agriculture.

Graduated clinical responsibilities. The second alternative suggested to remedy an ineffective teacher preparation program would be to revise it. This revision would logically seem to focus in the direction of establishing the medical model of extensive clinical experiences, especially incorporating the concept of graduated clinical responsibilities.

The Delaware Career Ladder Program offers a model which can easily be adopted into a clinically based undergraduate program. The College of Education, at the University of Delaware has developed just such a program. Experiences can be identified and provided at the aide, assistant, associate and intern teacher levels. The foundations aspect of the program can deal with the philosophical, psychological and sociological analysis of observations, tutorial and aide type experiences in the school systems. Methods programs can concentrate their efforts in identifying and providing assistant and associate teacher experiences through specific instructional experiences and student teaching can become an internship based upon a valid attempt to provide readiness background. Such a program would also have a limiting enrollment aspect by providing: 1) opportunity for self-attrition and 2) opportunity for continuous student assessment of clinical performance.

Another unsettling aspect of this empirical evaluation lies in the fact that teaching experience did not significantly effect pupil achievement. This finding suggests two major concerns for comment: 1) the effectiveness of continuing education either provided by the district or in formal grauate level education and 2) the effectiveness of local district supervision of first year teachers and experience teachers.

Does pursuing a degree or certification in educational administration or some other area actually effect better performance in the position now occupied by the teacher? This problem must certainly be evaluated in teacher negotiations. Presently the financial compensation system rewards teachers to pursue areas not directly related to their present position.

Another pressing question is the concept of the local district instructional supervisor. Can an instructional supervisor work effectively with beginning and experienced teachers? Presently the responsibilities given most district supervisors make effective supervision totally unrealistic. This program set a 1-6 supervisor to teacher ratio and found it to be a full-time position. Given ten weeks of pre-service preparation, obviously the supervisor was instrumental to the success of the program. Certainly the concept of differentiated staffing would put supervision at an effectively manageable unit. District wide instructional supervisors working at an office in the central administration building are completely out of touch with the pulse of the teachers and school curriculums they are responsible to serve. Growing responsibilities in terms of districts growth and paper work make the position completely void of effectiveness.

This research design assumed that academic achievement of pupils as the most critical variable in assessing the effectiveness of the program. It was assumed that if the achievement of pupils taught by interns was not significantly below the achievement of pupils taught by other types of teachers on the instructional staff then the program met its objective. Examining the content of the program was considered a meaningful activity only if the interns would demonstrate that it helped them teach students as effectively as other teachers in the state.

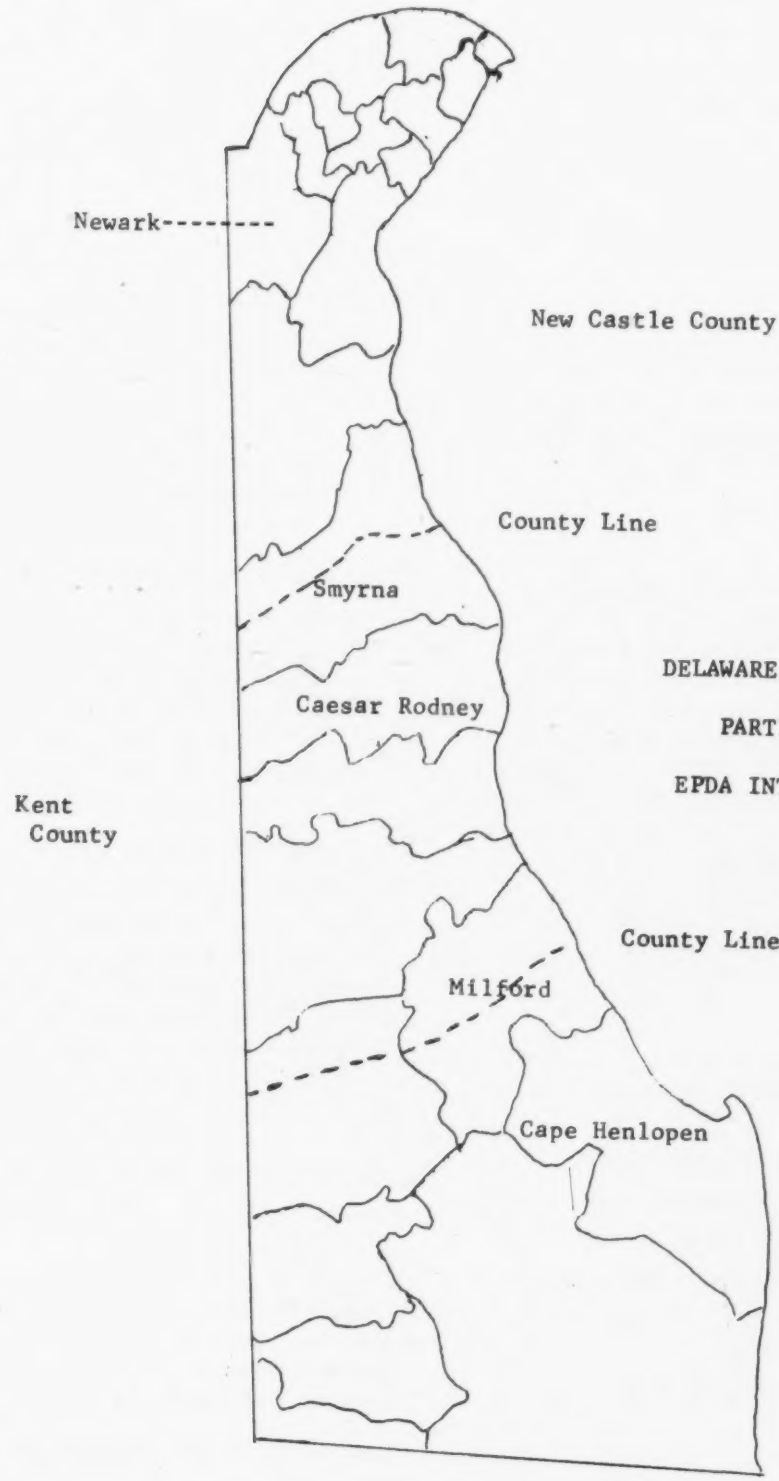
Although this empirical avenue was chosen, a word or two of caution needs to be expressed in examining the results. The Stanford Achievement Test although nationally accepted is limited in its assessment of the total academic contribution made by teachers to their students. It is difficult to accept that given the uniqueness of individual teachers and

pupils and of curriculum goals and objectives that statistical results using any one measuring instrument should be used as the basis for wholesale change. It is only hoped that the reported findings will cause all levels of the education profession to consider the matter of teacher preparation more closely.

APPENDIXES

APPENDEX I

GEOGRAPHIC VIEW OF LOCAL EDUCATION
AGENCIES PARTICIPATING IN 1970 - 1971 PROGRAM



DELAWARE SCHOOL DISTRICTS
PARTICIPATING IN
EPDA INTERNSHIP PROGRAM

UNIVERSITY OF DELAWARE
College of Education

announces

Graduate Internship Program in Elementary Education Kindergarten Through Sixth Grade

A teaching internship program designed for baccalaureate graduates in fields other than education seeking to become elementary school teachers. K-6.

Background

This program is supported by a grant from the U.S. Office of Education, under provisions of the Education Professions Development Act of 1967 to the Delaware State Department of Public Instruction. The purpose of the program is to encourage graduates of colleges other than education to enter the teaching profession.

The Program

The main objective of the program is to prepare an individual to become an elementary school teacher. Academically, there will be two distinct programs: 1) early childhood, and 2) basic elementary education. Each program will be characterized by formal course work in methods and materials, learning theories, foundations, school and community relationships, curriculum development, interpersonal relationships and research procedures.

Each program includes a practicum consisting of a nine-month supervised internship in one of five centers located in Delaware. Supervision will be provided by the local districts and the University of Delaware.

General Information

The Internship Program is a one-year, 31-semester hour preparation that includes:

1. Summer 1971 (10 weeks) — 10 semester hours
2. Academic year 1971-1972 — 15 semester hours
3. Summer 1972 (6 weeks) — 6 semester hours

All candidates who successfully complete the program will acquire:

1. Elementary school certification
2. Eligibility for salary increment at the B.A. plus 30 level.

Eligibility

Applicants must have a baccalaureate degree from a college in a field other than education, and must not have an elementary school certificate.

Education Professions Development Act Master's Degree Program

All candidates will have the option to apply for admission to the 37-semester hour EPDA master's degree program.

Qualifications for this program include a 2.5 undergraduate grade point average (4.0 = A) and a combined score of 1050 on the Graduate Record Examination.

Financial Aid for All Interns

The program provides for:

1. All tuition fees.
2. Allowance for all required texts.
3. A stipend of $75 per week for each summer session.
4. A salary of approximately $5500 for the nine-month internship.

Discrimination Prohibited

Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

The internship will be operated in compliance with this law.

ENROLLMENT IS LIMITED TO 30:

If you are interested, please contact:

Dr. Charles J. Staropoli
Director of EPDA Intern Program
College of Education
University of Delaware
Newark, Delaware 19711
Telephone: 302-738-2140

Please include in your request the following information:

Name, address, telephone number
Institution granting B.A.
Date of degree and major area
Total grade point average

APPENDIX III

PROFILE OF EPDA INTERNS

Newark School District

Name	Age	Institution	Degree	Major Field	Residence	Program Completed	Intern Assignment	1971-1972 position
Janice Barton	24	Univ. of DE	BA	Biology	Newark, DE	M. Ed.	Central El. 6th grade science	same
Thomas Lewis	25	Univ. of DE	BA	Psychology	Claymont, DE	+ 30 hours	Brookside Elem., 6th grade, soc. studies lang. arts	St. Edmonds Academy Private School Wilm., DE
Beatrice Mathewson	41	Univ. of DE	BA	Math & Statistics	Newark, DE	M. Ed.	Leisure El. 4th grade math, lang. social st.	same
Marcia Rees	29	Univ. of CA at Berkley	BA	Decorative Arts	Newark, DE	M. Ed.	Jenny Smith Elem., 3rd grade, self-contained	same
Ruth Stout	46	Ohio State Univ.	BA	Romance Lang.	Newark, DE	M. Ed.	Maclary El. 2nd grade self-contained	same
Nancy Turner	31	Univ. of DE	BA	History	Newark, DE	M. Ed.	Christiana-Salem El. 5th grade soc. st., science	Wilson El. Newark

Smyrna School District

Name	Age	Institution	Degree	Major Field	Residence	Program Completed	Intern Assignment	1971-1972 position
Mary Aguilar	27	Washington College	BA	History	Cheasapeake City, MD	M. Ed.	Clayton El. 5th grade soc. St. lang. arts	Broadmeadow Private School Middletown, Delaware
Virginia Flynn	22	Univ. of DE	BA	Sociology	Wilm, DE	M. Ed.	Smyrna North El., 6th gr. sci., math lang. arts soc. st.	1st grade same school
Jo Ann Fink	23	Univ. of DE	BS	Home Econ.	Wilm., DE	completing M. Ed.	Smyrna North El., 6th grade lang. arts	Headstart Pr. Wilmington, Delaware
Carolyn Horton	26	Barrington College, RI	BA	English	Newark, DE	M. Ed.	Smyrna North El., 6th gr. science	same
Nancy Masten	24	Univ. of DE	BA	Math	Smyrna, DE	M. Ed.	Smyrna El. reading, math, lang. arts	Smyrna Middle 6th grade science
Lawrence Pearl	22	Colgate Univ. New York	BA	Sociology	Newark, DE	M. Ed.	Smyrna North El. 6th grade, self-contained	same
Alan Robinson	22	Delaware State College	BS	Biology	Smyrna, DE	completing M. Ed.	Smyrna Elem. 4th grade science, soc. st. reading, math	same

Caesar Rodney School District

Name	Age	Institution	Degree	Major Field	Residence	Program Completed	Intern Assignment	1971-1972 position
Thomas Baker	22	Univ. of DE	BS	General Agr.	Newark, DE	M. Ed.	Star Hill El. 5th grade science	same
Eileen Boeck	21	Univ. of DE	BA	History	Wilm., DE	M. Ed.	Welsh Elem. 3rd grade self-contained	same
Nancy Branner	26	Univ. of DE	BA	American Studies	Middletown, DE	completing M. Ed.	Welsh Elem. 4th grade science, math	left state substitute in Vermont
Martha Ferry	22	Univ. of DE	BA	American Studies	Wilm., DE	+30	Welsh Elem. 3rd grade, self-contained	left state substitute in Florida
Parker McMullen	23	Univ. of DE	BA	Biological Sciences	Ardentown, DE	M. Ed.	Welsh Elem. 4th grade science, math	Burnett Middle Wilm. science
Gail Schroder	26	Univ. of DE	BA	Sociology	Lewis, DE	M. Ed.	Brown Elem. 5th grade math, reading	substitute in Wilm. DE
William Bosburgh	22	Univ. of DE	BS	Business Administration	West Chester, PA	M. Ed.	Star Hill 5th grade math lang. arts	same

Milford School District

Name	Age	Institution	Degree	Major Field	Residence	Program Completed	Intern Assignment	1971-1972 position
Joan Brinkley	25	Univ. of DE	BA	Biology	Seaford, DE	+ 30 hours	Banneker El. 5th grade math, science	State Board of Health, DE
David Jonassen	22	Univ. of DE	BS	Business Administration	Newark, DE	M. Ed.	Banneker Elem. 5th grade math, lang. arts	Gauger Middle, Newark, 6th grade, lang arts
Patricia Miske	24	Indiana Univ. PA	BA	Social Science	Johnstown, PA	completing M. Ed.	Ross Elem. 3rd grade, self-contained	same
Shirley Sellers	23	Pheiffer College, NC	BA	Sociology	Smyrna, DE	M. Ed.	Ross Elem. 3rd grade, self-contained	Ross Elem. SEM teacher
Kevin Sullivan	24	St. Mary's College, MD	BA	Philosophy	Newark, DE	M. Ed.	Houston El. 4th grade self-contained	Maclary El. Newark 4th grade
Thomas Tobin	24	Univ. of DE	BA	Psychology	Newark, DE	M. Ed.	Banneker El. 5th grade social st.	Social Security Office, Phila.

Cape Henlopen School District

Name	Age	Institution	Degree	Major Field	Residence	Program Completed	Intern Assignment	1971-1972 position
Linda Atkinson	22	Univ. of DE	BA	History	Laurel, DE	+30 hours	Shield Ele. 3rd grade self-contained	same
Jane Brandt	22	Univ. of DE	BA	Biology	Lewis, DE	M. Ed.	Milton El. 5th & 6th grades, sci. & soc. studies	Maternity leave
William Burawski	24	East Carolina Univ. NC	BA	Geography	Wilm., DE	+30 hours	Rehoboth Elem. 6th grade soc. studies	Heritage El. Stanton Dist DE 3rd grad
James Couch	22	Univ. of DE	BA	History	Bettendorf, Iowa	+30 hours	Milton Elem. 6th grade self-contained	Pequot Lakes Minnesota 5th & 6th grades
Mary Hudson	21	Univ. of DE	BA	History	Milton, DE	+30 hours	Milton El. 6th grade, math, sci. soc. studies	same
Deborah Maholchic	22	Univ. of DE	BA	American Studies	Newark, DE	M. Ed.	Rehoboth El. 3rd grade self-contained	same

APPENDIX IV

Graduate Internship Program in Elementary Education

EPDA Application Form

General Information

Name _____
(last) (middle) (first)

Age_____ M_____ F_____ Birthplace_____

Single_____ Married_____ Children_____
(ages)

Permanent address _____
(Number & Street) (City) (Zone) (State)

Present address _____
(Number & Street) (City) (Zone) (State)

Telephone _____

Education

High School_____ Grad. Year_____
(Name) (Location)

College_____
(Name) (Location)

Degree_____ Major_____ Minor_____

Activities

College activities _____

_____

Hobbies _____

Civic and social acitivies _____

_____

_____

Work Experience (include military)_____

_____

_____

Reason for applying

APPENDIX V

ACTION IN THE CLASSROOM

This guide is to help you better understand the actions of a teacher in an elementary school classroom and how these actions affect boys and girls. It does not list every specific activity that you may see during your observations but it does list the six basic types of behavior that research has revealed all teachers generally perform while working with children in a classroom.

What to Look For

1. Actions that control the class

   A. Structuring

   The teacher is structuring the learning situation when he

   1. Indicates the order in which activities will occur
   2. Directs the attention of the class to a particular topic, problem, or activity
   3. Explains how new activities relate to previous ones
   4. Insists on a specific point, interrupts an individual or the class, asks for repetition, or asks the child to follow a clue

   B. Regulating

   The teacher is regulating the situation when he

   1. Designates who will do what
   2. Leaves some alternatives as to who is to respond
   3. Decides the sequence in which children will respond or participate
   4. Designates certain responsibilities for herself

   C. Informing

   The teacher is informing when he

   1. Gives information that he believes is needed and valuable to the children, but has not been specifically asked for by the children
   2. Lectures or makes announcements
   3. Tells children what his expectations are on a given assignment
   4. Expresses his own personal values or attitudes

   D. Setting Standards

   The teacher is setting standards when he

   1. Uses his own reasoning to make a decision
   2. Helps the children use their own reasoning to make decisions

3. Reminds children of what society expects of its citizens

E. Judging

The teacher is judging when he

1. Makes a decision, gives a direction or command and closes the issue
2. Evaluates the behavior of pupils and takes the necessary action
3. Guides children in deciding on the discipline that should be taken

II. Actions that facilitate learning

A. Checking

The teacher is checking when he

1. Asks for information that he doesn't have and need
2. Attempts to involve the children by getting their opinions
3. Asks about routine matters, such as work done by the children-lunch count, milk orders, etc.

B. Demonstration

The teacher is demonstrating when he

1. Shows the children how to perform a certain activity
2. Writes on a board, points to a chart, opens a book, shows a filmstrip, or uses any instructional materials

C. Clarifying Procedures

The teacher is clarifying procedures when he

1. Reminds the children of procedured already established in the classroom
2. Reminds children of the class schedule or of time limit for certain activities
3. Gives information related to activities in which the entire group has participated-games, election, etc.

III. Actions that develop content

A. Serving as a Resource Person

The teacher is serving as a resource person when he

1. Gives routine answers on request
2. Responds to pupils request for information with an answer suited to the individual's need

B. Stimulating

The teacher is stimulating when he

1. Offer suggestions
2. Offer alternatives

C. Clarifying Content

The teacher is clarifying content when he

1. Responds to something said or done by the pupils and elaborates or asks a question that adds to it
2. Helps pupils use their previous experiences
3. Helps pupils make generalizations
4. Helps pupils summarize

D. Evaluating

The teacher is evaluating when he

1. Responds that the content presented by a pupil is right or wrong
2. Gives the reason for the mistake, rather than merely saying it is there

IV. Actions that meet personal needs

A. Meeting Requests

The teacher is meeting request when he

1. Gives consideration to the request and reacts with positive or negative reply
2. Gives the pupils a suggestion for making arrangements other than the ones requested

B. Clarifying Problems

C. Interpreting

The teacher is interpreting when he

1. Questions about a situation involving a personal matter
2. Tries to explain the feeling of an individual or group
3. Explains his own actions, admits his mistakes, or acknowledges that he doesn't know an answer

V. Actions that are positive

Some of the actions that affect pupils positively

1. Agreeing with the pupil
2. Giving praise or commendation
3. Expressing appreciation
4. Accepting the pupils contribution for use in class
5. Expressing concern
6. Offering help when it appears to be needed
7. Lending encouragement
8. Showing physical affection
9. Doing something extremely personal

VI. Actions that are negative

Some actions that affect children negatively

1. Warning
2. Reprimanding
3. Accusing
4. Postponing responses
5. Threatening
6. Ignoring

It is true that one statement may affect different children in different ways. Before making a decision about what you have seen ask yourself this one question: How did that action affect the pupils involved?

APPENDIX VI

MEMORANDUM:

TO: Elementary Principals
Teachers of Grades Two, Three, Four and Five

The Summer School Developmental Enrichment Program will be held at the Wilson Elementary School, Newark School District. The summer session will run for four consecutive weeks beginning June 22 and ending July 17. Classes will meet Monday, Tuesday, Wednesday and Thursday from 9:30 - 12:00. Bus transportation will be provided from center city Newark to the Wilson School.

The program will be administered by the Newark School District and in cooperation with the EPDA program at the University of Delaware. The teaching staff will be composed of five experienced teachers with Masters Degrees and thirty-two intern teachers with degrees in the field of Liberal Arts. The teaching staff will be large enough to allow for small classes and a very close teacher-child relationship.

The program will be developmental in scope and for children presently in grades two, three, four and five with average or above-average ability. Enrollment will be limited to the first 150 who register. There will be a registration fee of $20 to cover the cost of bus transportation, supplies, field trips, and additional custodial employment.

The curriculum will consist of developmental instruction in the areas of reading, math, science, social studies and language. Emphasis will be placed on learning through discovery, investigation, and experimentation. Although the program will have a structure for convenience of operation it will, however, be centered around the interest of the children and their level of ability.

Principals and teachers are encouraged to contact the parents of those children who you feel would be both eligible and interested in attending this program. For further information, please contact William Kramedas or George Rumsey at the Administration Building.

THE NEWARK SCHOOL DISTRICT WILL OFFER

LEARNING GROWTH EXCITEMENT

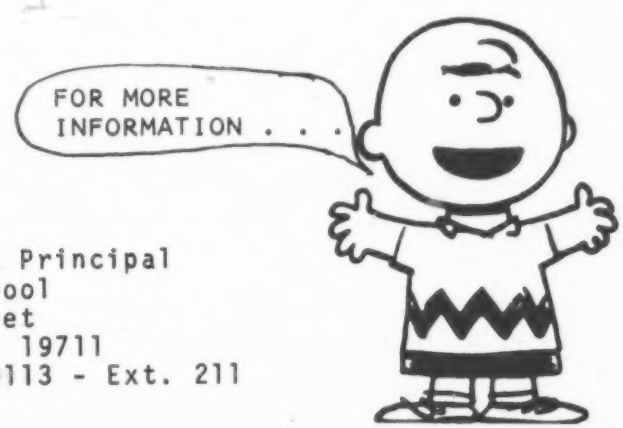
FOR 150 STUDENTS THIS SUMMER

This year, for the first time, the Newark Summer School will offer a special Enrichment Program limited to 150 students. The Enrichment Program will feature small classes, diversified staff, development of individual student projects, field trips, maximum freedom to pursue areas of interest to the student (with teacher guidance), and an opportunity to extend growth beyond the regular school year program.

PLACE: Etta J. Wilson School
Village of Drummond Hill

TIME: Monday through Friday, June 22 to July 17, 9:30 a.m. to Noon

FEE: $20.00



WRITE OR CALL:

William Kramedas, Principal
Newark Summer School
83 East Main Street
Newark, Delaware 19711
Telephone: 368-9113 - Ext. 211

Drawings:
Courtesy
C. Schulz

APPENDIX VIII

GUIDE FOR APPROACHING INTERNSHIP

PRE-SCHOOL

I. Collection of Materials

A. Math
1. Popsicklesticks, straws
2. Charts
3. Boxes, jars, cans

B. Social Studies
1. Maps (road)
2. Pictures and post cards
3. Agencies (free material)
   a. Chamber of Commerce
   b. State Department
   c. Oil Companies

C. Language Arts
1. Interesting pictures for creative writing and experience stories
2. Children's magazines
   a. Children's Digest
   b. Humpty Dumpty
   c. Highlights
3. Pack-of-fun
4. Word games and crossword puzzles

D. Sciences
1. Space
2. Shells
3. Rocks
4. Weather
5. Aquarium
   a. fresh water
   b. salt water

II. Orientation

A. Room Arrangement
1. Bulletin Board
2. Interest Centers
   a. Science
   b. Reading
3. Where desks should be put

B. Pupil Acquaintance
1. Review folders (in office)
   a. Reserve judgment on children
   b. Repeaters
   c. Average; below; above
   d. Test scores
2. Check reading records
3. Make folder for each child

C. Availability of materials
   1. Group (SRA)
   2. Individual
   3. Audio-visual

D. Familiarize yourself with school forms and procedures
   1. Handbook
   2. Location of cafeteria, library, etc.

BEGINNING OF SCHOOL

I. Helpful Activities
   A. Teacher and Pupil Acquaintance
      1. Teacher puts name on board
      2. Individual introductions
      3. Pass out 3 by 5 cards for information
      4. Make name tags

   B. Classroom Organization
      1. Discuss general behavior expected
         a. Children's ideas
         b. Teacher's ideas
         c. Finalize rules
      2. Seating arrangement
      3. Duty arrangement or classroom helpers
         a. Chariman-Co-chairman
         b. Assignment duties
            1. Line leader
            2. Board washer
            3. Books in order
            4. Playground equipment
            5. Flowers
            6. Firedrill and air raid
      4. Put list of supplies on board
         1. Scissors
         2. Pencils
         3. Marking pencils
         4. Three-ring notebook
         5. Dividers

   C. Opening day activities
      A. Reading
         1. Read a story or start a book
         2. Let children discuss good books
         3. Library book reading
            a. Silently (or)
            b. one to one reading (5 min.)
            c. Let children read orally to teacher. (Check on comprehension and oral reading skill.)

B. Usable games

1. Word games
    a. Words out of big words
    b. Take letter (A-, B-, etc.) list words beginning with.
    c. Make sentences with all words beginning with A, B, etc. (Example-Ann ate an apple.)
    d. Arithmetic puzzles-races
    e. Cross word puzzles
    f. Buzz (multiplication game)

2. Creative activities
    a. Summer experiences
    b. Letter to teacher
    c. Draw picture & tell story
    d. Scribble art
    e. "If I Were _____" (a pencil, a king, a rocket, etc.)

3. Classroom textbooks
    a. Allow sometime to look through the text
    b. Look at pictures
    c. Read general headings
    d. Discuss topics and units for the year
    e. Go over case of books

APPENDIX IX

PROPOSAL FOR COLLEGE OF EDUCATION FACULTY

RECOGNITION OF E P D A LOCAL DISTRICT SUPERVISORS

Purpose:

1. To allow the Dean of the College of Ecuation to designate adjunct faculty status to the local district supervisors of the E P D A intern teachers.

2. To allow the Personnel Committee of the College of Education and the Dean of the College of Education and/or any University office responsible for such decisions to determine what University benefits should accompany such an appointment.

3. The tenure of this appointment should extend until the termination of the project's funding.

Personnel:

1. Mr. George Rumsey, Newark School District

2. Mrs. Eve Everett, Smyrna School District

3. Mrs. Sarah Eidson, Caesar Rodney School District

4. Mrs. Grace Bradford, Milford School District

5. Mr. Charles Hudson, Cape Henlopen School District

Rationale:

1. The five supervisors provide the vital daily instructional and supervisory functions in theintern aspect of the EPDA teacher preparation program.

2. In accordance with the federal guidelines specified in the contract, this instructional and supervisory function is the sole responsibility of the five supervisors. They are not assigned a regular teaching load by the local school districts.

3. Academically each of these supervisors possesses a Master's degree as well as other advanced graduate work. Two supervisors have ten years of teaching experience. The remaining three each have twenty years of teaching experience.

4. Such an appointment will create a more meaningful working relationship between the College of Education and the local school districts. These appointments will provide a formal sanctioning of the unique cooperative effort which is in operation between the College of Education and the local school districts in the preparation of teachers.

APPENDIX X

Intern Reports

Systematic written reports are helpful in establishing effective verbal communication between district supervisor and intern teacher. There are three basic report forms.

1. The Self-Evaluation Form. This form is due once each semester.
2. The Teaching Efficiency Form. This form is due once each semester. Both of the above forms are designated to force you to periodically evaluate yourself in regard to teaching performance.
3. The Critical Incident Forms. These forms are due once each semester. The purpose of these forms is to identify two patterns of interpersonal behavior between the supervisor and the intern: 1) effective and 2) inhibitory.

Self-Evaluation

1. In what phase of teaching do you feel you have made the most progress?
2. In what phase of teaching do you feel you need to improve?
3. What evidence indicates that you are planning with efficiency?

Evaluating Teaching Efficiency

1. What do you regard as your greatest strength in teaching?
2. What seems to be your greatest weakness in teaching?
3. In teaching, what do you enjoy most?
4. In teaching, what do you enjoy least?
5. What seems the most valuable part of your teaching?
6. What part of your teaching seems of least value to you?
7. What part of the work do you find hardest?
8. What part of the work do you find easiest?
9. In what subjects do you feel best prepared?
10. In what subjects do you feel least prepared?
11. What extra-curricular responsibilities do you enjoy?
12. What extra-curricular responsibilities do you dislike?
13. In what way, if any, has teaching modified your philosophy of education?
14. In what way, if any, has teaching modified your grasp of subject matter?
15. In what ways, if any, has teaching modified your ideas of methodology?
16. Describe briefly your most pleasant expereince in teaching.

Critical Incidents

A. Please report here, in narrative form, one or two significant incidents which in your judgment helped you and improved the relationship between you and your supervising teacher. Please not that: (1) This is an account of an actual experience which took place during your practice teaching. (2) It is written in narrative form and states the facts of the case in terms of what the participants actually did. (3) The experience had a definitely helpful effect upon your growth as a teacher and improved the relationship between you and the supervising teacher.

B. Please report here, in narrative form, one or two significant incidents which in your judgment hindered your relationship with your supervising teacher. Please note that: (1) This is an account of an experience which took place during your intern teaching. (2) The experience had a definitely negative effect upon your growth as a teacher and did not improve the relationship between you and your supervising teacher.

APPENDIX XI

PERFORMANCE CHECK LIST FOR INTERN SUPERVISORS

1. Make suggestions concerning instructional materials and techniques.
2. Encourage flexibility in instructional techniques.
3. Make suggestions concerning grouping and individualizing techniques.
4. Make suggestions concerning classroom control and management.
5. Demonstrate lessons when appropriate.
6. Serve as a sounding board for intern suggestions and recommendations.
7. Provide necessary morale support.
8. Anticipating intern anxiety concerning observation and critique, foster the attitude that observation will result in constructive suggestions for instructional improvement.
9. Substantiate all critiques.
10. Discuss grading philosophy and procedures with intern early in the marking period.
11. Discuss professional performance in private conferences.
12. Sensitize intern to his professional responsibilities.
13. Be available for consultation concerning unique situations.

APPENDIX XII

SUPERVISOR INTERN EVALUATION

Evaluation Report of _____
(teacher's name)

at _____, _____
(school name) (grade or subject)

with _____
(supervisor)

I. Professional Responsibility

1. Professional growth -

A. Teaching enthusiasm

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

B. Self-confidence

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

C. Initiative

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

2. Support of school policy

   A. Reliability

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

   B. Adaptability

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

3. Attitude in school relationships

   A. Cooperation with staff

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

   B. Receptiveness to suggestion

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

4. Desirable role model for students to emulate

   A. Personal appearance

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

   B. Conscientious

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

5. Response to situations requiring involvement for the welfare of students or staff

   A. Sense of professional responsibility

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

6. Development of desirable School-Home relationships

   B. Courtesy and tact

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

II. Competency in Area of Assignment

1. Teacher - child relationships

A. Classroom participation

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

B. Pupil rapport

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

2. Classroom management and appearance

A. Efficient use of time

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

B. Group control

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

C. Level of pupil moral

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

D. Housekeeping

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

E. Bulletin boards

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

3. Presentations and learning activities

A. Planning for teaching situation

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

B. Creativity in planning and teaching

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

4. Provisions for individual differences

   A. Ability to provide for individual differences

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

   B. Flexibility in teaching techniques

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

   C. Ability to evaluate pupil progress

      excellent_____ good_____ fair_____ poor_____

      strengths

      weaknesses

      corrective action taken

5. Use of appropriate educational media

   A. Use of available resources and teaching materials

      excellent_____ good_____ fair _____ poor_____

      strengths

      weaknesses

      corrective action taken

6. Mastery of content

A. Subject matter knowledge

excellent_____ good_____ fair_____ poor_____

strengths

weaknesses

corrective action taken

Other comments:

_____ _____

(signature of supervisor) (signature of intern)

_____

(date)

APPENDIX XIII

PRINCIPAL INTERN EVALUATION

Intern's Name_____ School_____ Assign._____

Principal_____ Date_____

	*Requires Improvement	Effective	Very Effect
I. PROFESSIONAL RESPONSIBILITY			
1. Professional growth.			
2. Support of school policy.			
3. Attitude in school relationships.			
4. A desirable role model for students to emulate.			
5. Response to situations requiring involvement for the welfare of students or staff.			
6. Development of desirable School-Home relationships.			
II. COMPETENCY IN AREA OF ASSIGNMENT			
1. Teacher-pupil communication and rapport.			
2. Classroom management.			
3. Presentations and learning activities.			
4. Provision for individual differences.			
5. Use of appropriate educational media.			
6. Mastery of content.			

*Explanation required:_____

_____

Evaluator may use reverse side for additional remarks.

Signed: . . . . . Signed: . . . . . .
(Principal) (Intern)

Date: . . . . . Date: . . . . . .

APPENDIX XIV

INTERACTION INSTRUMENT

1. How much did your teacher help you learn this year?
   a. hardly any
   b. a little
   c. some
   d. fairly much
   e. a whole lot

2. How much did the other students in your class help you to learn this year?
   a. hardly any
   b. a little
   c. some
   d. fairly much
   e. a whole lot

3. How many questions did your teacher ask students this year?
   a. hardly any
   b. a few
   c. some
   d. many
   e. a whole lot

4. How many questions did your teacher ask <u>you</u> this year?
   a. hardly any
   b. a few
   c. some
   d. many
   e. a whole lot

5. Who talked the most in class?
   a. My teacher did almost all the talking in class.
   b. My teacher did most of the talking but students talked some.
   c. My teacher and the students talked about the same amount of time.
   d. My teacher talked some, but students talked most of the time.
   e. The students did almost all the talking in class.

6. How many times did your teacher say "good" or "very good" or "excellent" to you?
   a. hardly ever
   b. a few times
   c. sometimes
   d. many times
   e. a whole lot

7. How many times did your teacher smile or make jokes this year?
   a. hardly ever
   b. a few times
   c. sometimes
   d. many times
   e. a whole lot

8. Was it ever too noisy in class this year to hear what the teacher was saying?
   a. hardly ever
   b. a few times
   c. sometimes
   d. many times
   e. a whole lot

9. How often did your teacher say "be quiet" or "sit down" or "stop doing that" this year?
   a. hardly ever
   b. a few times
   c. sometimes
   d. many times
   e. a whole lot

10. How many times did your teacher punish students this year?
   a. hardly ever
   b. a few times
   c. sometimes
   d. many times
   e. a whole lot

11. Was your teacher fair when she punished students?
   a. My teacher was hardly ever fair.
   b. My teacher was fair a few times, but most of the time she was not fair.
   c. My teacher was fair sometimes and not fair sometimes.
   d. My teacher was fair most of the time.
   e. My teacher was almost always fair.

12. How fair was your teacher when she graded <u>you</u>?
   a. My teacher almost always gave me lower grades than I deserved.
   b. My teacher gave me lower grades than I deserved most of the time.
   c. Sometimes my teacher gave me the grades I deserved and sometimes she didn't.
   d. My teacher gave me the grades I deserved most of the time.
   e. My teacher almost always gave me the grades I deserved.

13. How did your teacher compare to other teachers you know?
   a. My teacher was the worst teacher I know.
   b. I know a lot of teachers that are better than my teacher.
   c. My teacher is about the same as other teachers.
   d. My teacher is better than most teachers.
   e. My teacher is the best teacher I know.

14. How many times this year did you pretend to be sick so you wouldn't have to come to school?
   a. hardly ever
   b. a few times
   c. sometimes
   d. many times
   e. a whole lot

15. How much homework did your teacher give you during the year?
    a. hardly any
    b. a little
    c. some
    d. fairly much
    e. a whole lot

16. How much do you think your teacher knew about the subjects you studied this year?
    a. hardly any
    b. a little
    c. some
    d. fairly much
    e. a whole lot

17. How much did your teacher help you when you didn't understand something?
    a. hardly any
    b. a little
    c. some
    d. fairly much
    e. a whole lot

18. How clearly did your teacher explain things?
    a. I could hardly ever understand her.
    b. I could understand her a little.
    c. I could understand her sometimes.
    d. I could usually understand her.
    e. I could almost always understand her.

19. How many times did you see your teacher outside of school this year?
    a. hardly ever
    b. a few times
    c. sometimes
    d. many times
    e. a whole lot

20. How much do you think your teacher liked to teach you this year?
    a. not at all
    b. not much
    c. some
    d. fairly much
    e. a whole lot

21. Are you better in arithmetic this year than last year?
    a. I did much worse in arithmetic this year than last year.
    b. I did worse this year than last year.
    c. I did about the same this year as last year.
    d. I did better this year than last year.
    e. I did much better this year than last year.

22. Are you better in science this year than last year?
    a. I did much worse in science this year than last year.
    b. I did worse this year than last year.
    c. I did about the same this year as last year.
    d. I did better this year than last year.
    e. I did much better this year than last year.

23. Are you better in social studies this year than last year?
    a. I did much worse in social studies this year than last year.
    b. I did worse this year than last year.
    c. I did about the same this year as last year.
    d. I did better this year than last year.
    e. I did much better this year than last year.

24. Are you better in reading this year than last year?
    a. I did much worse in reading this year than last year.
    b. I did worse this year than last year.
    c. I did about the same this year as last year.
    d. I did better this year than last year.
    e. I did much better this year than last year.

25. How hard are your teacher's tests?
    a. My teacher makes the hardest tests that I have ever seen.
    b. My teacher makes tests harder than most teachers.
    c. My teacher makes tests about the same as other teachers.
    d. My teacher makes easier tests than most teachers.
    e. My teacher makes the easiest tests that I have ever seen.